DOCUMENT RESUME

ED 372 420 CS 508 614

AUTHOR Ediger, Marlow
TITLE Speaking and the Pupil.
PUB DATE [94]
NOTE 17p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; *Communication Skills; Creative Dramatics; Debate; Elementary Education; Skill Development; *Speech Communication; Student Needs
IDENTIFIERS Communication Behavior; Conversation

ABSTRACT

Speaking activities should be stressed along with reading experiences in teaching-learning situations. It is important for learners to develop needed skills in reporting to others in a group setting. The teacher and the pupils in the classroom should support each other so that satisfying experiences in oral communication are an end result. Objectives to emphasize in oral communication need to be carefully selected by those involved in teaching-learning situations, be it the teacher(s), principal, supervisor, or other persons with professional training. A variety of learning opportunities should be provided pupils so that interest is ongoing, and individual differences among learners need to be considered to achieve optimal achievement. Pupils also need to be instructed in how to make appropriate introductions. Extemporaneous speaking has much merit for pupils possessing readiness for this activity. Pupils need to have the opportunity to participate in creative dramatics as a speaking activity. Formal dramatizations emphasize that learners write play parts pertaining to what has been read. Pupils, with teacher leadership, may make puppets that relate to content area reading, literature, and social studies. Early primary grade pupils should have ample opportunities to experience debate on their understanding levels. A challenging debate can make for much learning and motivation for either side of the debate. The world of work needs individuals who communicate well, and personal enrichment also stresses that each person be able to communicate effectively. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 420

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Ediger
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SPEAKING AND THE PUPIL

by Dr. Marlow Ediger, Professor of Education
Northeast Missouri State University, Kirksville

Speaking activities should be stressed along with reading experiences emphasized in teaching- learning situations. A good reader has a wide range of vocabulary terms available prior to the actual reading of subject matter. A child who has a rich speaking vocabulary has an easier time of developing reading skills as compared to the learner that lacks a rich speaking vocabulary. Then too, it is much more comfortable to be able to converse well with others due to having a rich speaking vocabulary as compared to those who cannot converse adequately. Feelings of discomfort tend to arise when one is unable to join in to a conversation. One needs friends for support, for entertainment, for enjoyment, and for learning. Thus it behooves the teacher to assist pupils to achieve proficiently in oral communication.

Giving Oral Reports

There are occasions when individuals are asked to give oral reports in different organizations in society. It is important then for learners to develop needed skills in reporting to others in a group setting. Any speaking activity in front of groups should be satisfying so that feelings of fright are minimized. People who are afraid to get up in front of groups have experienced the unfortunate in previous settings involving speaking in front of others. The teacher and pupils in the classroom should support each other so that satisfying experiences in oral communication are an end result. Confidence in the self in

CS508614

BEST COPY AVAILABLE

appearing before groups in different speaking endeavors is salient. Learners should never be minimized for mistakes made in oral communication. Rather support must be provided for pupils to improve oral communication skills with renewed confidence.

The late A. H. Maslow in his theory of motivation developed a hierarchy of needs levels which indicate the necessity of fulfillment if pupils are to do well in school and later as adults. Maslow's lowest level of needs are physiological. These needs include adequate nutrition, rest, sleep, clothing, and shelter. Physiological needs are the lowest level of needs that must be met if learners are to do well in school. If a pupil lacks in any of these categories, he/ she cannot attain adequately in the school curriculum. The human body is like a machine and needs proper care. Perhaps, the human machine needs much more care as compared to a mechanical machine. Quality breakfasts and noon meals served in school assists learners to achieve well. Going up higher on Maslow's hierarchy of needs in sequence is safety needs. To do well, all need to feel secure and safe. Weapons brought to school or fights among pupils in the school environment and in society make for a lack of security on the part of pupils. Maslow's physiological and safety needs categories are followed by love and belonging needs. Each person wishes to feel being a part of a group which is satisfying. The child who is an isolate or who is shunned does not feel as if he/ she belongs to a group, be it large or small. The teacher here must attempt to guide all pupils to develop feelings of belonging and being accepted by others. Next in sequence, Maslow stressed the importance of learners having esteem needs met. Here, the teacher and learners need to recognize talents possessed by pupils. Individuals like to thought of and remembered for what can be done well. Each person has selected strengths which need to be recognized and acknowledged. Too frequently, the talents of individuals are never sought after and praised. Ridiculing or ignoring of others seems to be more the order of the day. Is it not much better to praise that which is worthy and good? Certainly, pupils individually possess abilities that need recognition, be it in knowledge, skills, or attitudes. Talents possessed by learners should

be identified and used in the classroom setting. Next in Maslow's hierarchy of needs is the desire to understand. Here, facts, concepts, generalizations, and main ideas of acquired subject matter become salient. Self realization is the highest goal in Maslow's theory of motivation. To become what one wishes to become represents self actualization. That is a complex goal to attain but must be sought as an ongoing objective. No doubt, this objectives is sequential and never attained en toto.

Feelings of self actualization are salient in any curriculum area. Certainly, learner optimal achievement is necessary in the language arts in order to develop feelings of self actualization. In the area of speaking and oral communication, it is vital to attain in the direction of being the self fulfilled individual. Gestalt theory must prevail here in that the whole or entire person is involved in learning. Thus the physiological, the safety or security facets, the belonging individual, the person with adequate esteem or recognition for that which is well done, and the self actualization concepts are vital for any person in the language arts and its subdivision, oral communication.

Carefully chosen objectives, learning activities to to attain the chosen ends, and appropriate evaluation procedures to ascertain if the objectives have been achieved are necessary to ensure quality in oral communication.

Objectives in Oral Communication

Objectives to emphasize in oral communication need to be carefully selected by those involved in teaching- learning situations, be it the teacher(s), principal, supervisor, and other involved persons with professional training. Committees need to be at work in adequate time durations to evaluate and ultimately choose those ends which are worthwhile for learner attainment. Workshops, faculty meetings, study groups, staff development programs, research of the current literature, as well as resource personnel assistance should provide input into selecting objectives in oral communication.

The objectives need to be comprehensive and cover all relevant

ends in oral communication. Objectives must be new and attainable by learners. The objectives should be arranged sequentially so that pupils might be successful in goal attainment. They need to be written precisely enough so that it is possible to appraise if each pupil has achieved the stated goals.

There are oral communication goals which would be recognized as being salient for all pupils to attain. These are the following:

1. Speaking clearly so all can hear content spoken.
2. Speaking at a rate which is comprehendible to others.
3. Speaking with voice inflection, including proper stress, pitch, and juncture.
4. Speaking with the intent of involving others in an atmosphere of respect and acceptance.
5. Speaking with purpose involved be it in the making of introductions, the presenting of an oral report, taking part in discussions, participating in creative and formal dramatics, interviewing, and using of puppets involving oral communication.
6. Speaking using appropriate gestures, facial expressions, body movements, and eye contact.
7. Speaking with the use of agreement between subject and predicate, as well as varied sentence patterns, kinds of sentences such as interrogative, imperative, declarative, and exclamatory.
8. Speaking with diverse sentences such as simple, complex, compound complex, and compound sentences.
9. Speaking with the use of different reasons for oral communication such as to provide directions clearly to others.
10. Speaking to influence others in the political arena.

Learning Opportunities

A variety of learning opportunities should be provided pupils so that interest is ongoing. Then too, individual differences among learners need to be provided for in order that optimal achievement in speaking can be furthered for each pupil. There are numerous purposes involved in speaking.

1. Discussions. All individuals tend to be involved in discussions at one time or another. These discussions can be quite formal as well as informal. It behooves the teacher to guide each elementary pupil to achieve proficiency in discussions. In the classroom setting, there is subject matter to discuss after pupils have completed reading a specific selection in diverse academic areas. After taking an excursion related directly to an ongoing unit of study, learners with teacher guidance discuss what has been read. The purpose for the discussion might be to determine what the individual learner has comprehended. The discussion may also zero in on having pupils extend content read in an ongoing unit of study. Discussions need to follow definite criteria so that the teacher may appraise learner attainment in the discussions using these standards. Criteria or standards to follow in discussions should include the following:

a. The discussion should be stimulating to generate interest in content presented.

b. Each pupil should be encouraged to join the discussion.

c. No one should dominate the discussion.

d. Learners need to develop feelings of belonging when participating in a committee setting.

e. Ideas in the discussion should circulate among all group members rather than between a few members in the group setting.

f. Content must be presented clearly to others. Meaning needs to be present in learning.

g. Respect and acceptance of the thinking of others is important.

h. The teacher is a guide and not a dispenser of information.

i. Evaluation of progress in a discussion must always follow specific standards and should be stressed frequently.

j. Learners must attain and grow in becoming proficient in discussion settings.

Creativity must receive ample emphasis in any discussion. Evaluation sessions should not hinder pupil progress in revealing originality and being a quality member of a discussion group.

Making Introductions

Very frequently two or more people are introduced to each other. How is this to be done so that individuals get to know each other? Then too, introduced persons should be able to follow with conversation that is enriching to all involved. Speaking clearly and pleasantly are two key concepts here. Rudeness and being inconsiderate have no roles to play in the making of introductions. When people are introduced to each other, the names should be correctly pronounced in order that people can call each other by name. The one who does the introducing should know something about all involved in the making of introductions so that conversation may follow in sequence. If one knows something of interest about the other person, this assists in moving forward with the conversation. Each person needs to be treated with respect as a human being having much worth. Minimizing others has no role to play in the making of introductions. Eye contact in making introductions tends to show interest toward others. There are a few cultures where eye contact with those being introduced is not stressed. However, on the whole, quality eye contact with others being introduced indicates respect involving the entire introduction process. Criteria and standards to use in appraising learner progress in the making of introductions are the following:

1. Involved persons should indicate a desire to meet others. Quality introductions made should assist in this area.
2. Self evaluation by participants is an important ingredient in wishing to make improvements.
3. Proper stress, pitch, and juncture with appropriate voice inflection should be an inherent part in the making of introductions.
4. Appropriate volume and speed of oral presentations is salient in introducing one person to the other.
5. Looking at each other in face to face communication is important when making introductions.
6. Full attention must be given to each person when an introduction is being made. Being distracted by factors in the

environment hinders in the making of introductions.

7. Clarity in expressions and ideas presented is a must.

8. Individuals making introductions should be interested in people. A people centered approach is recommended when introductions are made.

9. Practice is necessary in learning the art of making introductions.

10. Feedback in making introductions is necessary for improvement to take place.

Extemporaneous Speaking

Extemporaneous speaking has much merit for pupils possessing readiness for this activity. Why? Each person is asked at diverse intervals in life to speak on a topic with little prior notice. Or, one needs to make a decision or choices in the spur of the monument. Little time is available in these situation to plan, ponder, and analyze. Thus one must think rapidly and make the best choices possible.

In extemporaneous thinking, the learner is provided with a topic or title to speak on. He/ she needs to prepare a talk within the allotted time limits given, such as five minutes. The topic or title could be familiar to the pupil, or it could also be rather new or novel. The title/ topic should not be excessively difficult since the time limit for preparation might be rather short such as the five minute time interval. The presentation is then given to the total class or to a committee. Extemporaneous speaking quality may be evaluated using the following criteria:

1. The speaker is able to think quickly within the prescribed time limits.

2. The speaker is able to present content meaningfully to listeners.

3. The speaker is able to obtain the attention of listeners to secure quality listening.

4. The speaker is poised when presenting content in the ongoing talk.

5. The speaker is using notes when there is a need to do so.

6. The speaker uses eye contact when presenting information.

7. The speaker faces all participants who are listeners.

8. The speaker uses facial expressions and gestures as needed to obtain the attention of listeners.

9. The speaker does not exhibit distracting mannerisms.

10. The speaker invites questions after the extemporaneous speech.

Learners need to be taken where they are presently in achievement in extemporaneous speaking and then work for continuous progress. When appraising learner progress, realistic standards must be used. A pupil cannot attain perfection in all ten standards listed above. They can make progress with diagnosis and remediation when improving performance in extemporaneous speaking.

Creative Dramatics

Pupils need to have the opportunities to participate in creative dramatics as a speaking activity. Creativity indicates novel, unique, and original ideas pertaining to words and sentences used as well as in planning and implementing the dramatic activity. Being able to dramatize would indicate the need to have background information in order to role play or act out diverse scenes and situations.

Where might the content come from for the creative dramatics presentation? Basal readers, trade books, history texts, and other reading materials contain content which can readily be a part of a creative dramatics presentation. Thus the teacher should correlate content pupils have read from the basal reader, for example, with the creative dramatics activity. Speaking parts are developed as the need arises in the creative dramatics presentation. These parts are not memorized but thought and thinking is inherent as the creative dramatics activity progresses. Ideas presented relate directly to what has been read, but creativity is needed as the dramatization enfolds. Background scenery may be made by learners with teacher guidance. The scenery made should enhance the creative dramatics activity. Time spent on the scenery should have value in terms of objectives to be attained by learners. Busy work is to be frowned upon. Goal centered experiences are needed in the school curriculum. Time on task is to be emphasized.

The background scenery may be appraised in terms of

1. being neatly made.
2. being directly related to the creative dramatics activity.
3. being accurate, and yet novel ideas are to be encouraged.
4. being within the achievement levels of learners.
5. being worthwhile for involved pupils.
6. being purposeful for learners so that reasons are inherent for learning.
7. being able to secure the interests of pupils.
8. being a meaningful learning opportunity for pupils.
9. being of assistance to make the dramatics experience more realistic.
10. being a springboard to further interest in reading.

Formal Dramatizations

Formal dramatizations emphasize that learners write play parts pertaining to what has been read. For example in history, pupils read about events and involved people in these happenings. Thus, a committee of pupils may take what has been read and write play parts for each actor in the history lesson. A reasonable number of play parts should be written. It should not be overwhelming whereby pupils lose interest in the ongoing activity. Play parts should be

1. accurately written pertaining to content contained in the history textbook.
2. correctly written containing agreement of subject and predicate, accurate placement of punctuation marks, and content arranged sequentially. Exceptions would be if the language needed in writing must stress nonstandard English to portray the speaking part accurately of the involved culture.
4. written on the basis of what can reasonably be expected of learners in terms of developmental levels. Excessively high or low levels involving teacher expectations should be avoided when pupils write play parts for formal dramatics activities.
5. challenging and motivating for pupils to write.

6. written so that all can be involved in this activity. The best writers alone should not be the sole writers. Each pupil should have contributions to make.

7. fascinating for learner participation in order that roles may be chosen which harmonize with the learner's optimal chances of achievement.

8. written so that further interest in literature pertaining to diverse academic areas is an end result.

9. practiced by involved individuals until they feel comfortable for this presentation in front of different classrooms and smaller groups.

10. stimulating so that increased effort in reading is in evidence.

Roles for the different parts should be assigned or can be volunteered for. Each person in a specific role reading the assigned play part should use appropriate stress, pitch, and juncture. Voice inflection and proper enunciation is important for each participant in formal dramatics. Cooperation is needed in writing the parts as well as in the actual role play experience. The formal dramatization should be presented in front of other learners in the school setting.

Using Puppets

Pupils with teacher leadership may make puppets that relate to content read in reading, literature, and the social studies, among other curriculum areas. The completed puppets might then be used to role play a given character or situation. Selected puppets are easy to make such as the sack puppet. Here the learner may use a large paper sack and cut out eyes, nose, and mouth. Ears may be drawn or pasted on to the sack puppet. Other forms of puppets are much more time consuming in their making such as a sock puppet. A sock might be used here to make this kind of puppet. The learner might sew on two buttons for eyes, two pieces of felt for the ears, as well as other needed features. Since a sock puppet takes much more time to make as compared to a sack puppet, the teacher might wish to evaluate the desired time that should go in to the making of any form of puppet. If artistic endeavors

are strongly emphasized by the teacher, then pupils may make sock puppets. There are numerous art objectives to be attained in the making of sock puppets including sequential progress in eye hand coordination, and harmonizing specific features such as ears sewed on to the original shape and size of the sock. The sack puppet can be made more quickly and serves an equally purposeful function in its role play use.
There are numerous other kinds of puppets that can be made including stick and paper mache' puppets. Regardless of the kind of puppet made, the puppets should be

1. made neatly and accurately. Creativity can be emphasized as the need arises and is a salient objective for learner attainment.
2. functional according to their purposeful use.
3. related in their making to goals to be attained in the art curriculum.
4. interesting to make in order to obtain learner interests.
5. developed according to their needs to portray definite roles in the curriculum.

Creative dramatics, formal dramatizations, and puppetry have specific goals for learner attainment. These activities are not implemented for the sake of doing so but to achieve educational purposes. What are these purpose?

1. to make inherent subject matter more understandable. A pupil may not understand that which has been read but the involved content becomes clear in creative and formal dramatizations as well as in the use of puppetry. Role play experiences tends to breathe life in to an ongoing activity.
2. to diagnose what pupils do not understand from reading and discussion of ideas, facts, conclusions, and summaries. The diagnosis may be made by the learner in that he/ she realizes that what was previously assumed to be understood is vague and needs additional information. The need for additional information was discovered during the creative or formal dramatization, or in the learning opportunity involving puppets.

3. to achieve interest in learning subject mater. The writer has observed numerous times in classrooms how learners have become fascinated in attaining subject matter when role play is being used as a teaching device.

4. To perceive transfer values in learning. There are pupils who perceive that role play experiences can be used in numerous academic areas. What is learned then in role play activities in literature may be used in social studies units of study. An increase in integration of subject matter might then be an end result. The integration of literature and social studies provides situations whereby other academic disciplines might also become a part of the previously two mentioned areas of integrated content.

5. to perceive reasons for using what has been learned. Pupils might not understand reasons for using what has been learned until the inherent subject matter is emphasized in role play experiences. Thus subject matter learned is used in creative and formal dramatics as well as in puppetry. Use of acquired knowledge, skills, and attitudes must be in evidence or pupils will tend to forget previously attained objectives.

Debate in the Classroom

Too frequently, it is believed that debate is for the university level of education, largely or only. The writer believes that early primary grade pupils should have ample opportunities to experience debate on their understanding levels. Thus these pupils need to experience sequential activities in debate which will assist learners to realized that there are opposing points of view on issues. Sometimes within a teacher lead discussion, pupils tend to vigorously discuss both sides of a coin on an issue. The tremendous interest that pupils have on a specific issue propels learners to put forth much effort into discussing the inherent pros and cons. In a debate there are individuals who take a position as well as those who are opposed to that position taken. To be a good debater requires that individuals have much knowledge pertaining to what is being debated. The knowledge is acquired through reading and research. To be a good debater too, requires a clear

speaking voice. One here also needs to be influential in presenting ideas. Background information is of utmost importance. A good debater is able to use acquired knowledge to score a victory over the opposition in the debate. How far the teacher wants to stress the rules of a typical debate in the elementary school years is open to analysis. However, the spirit of a debate can bee emphasized in any classroom starting with the kindergarten years. To be sure early primary grade pupils are young and will lack information, skills, and inclinations to debate the way juniors and seniors in high school and beyond can perform. However, young children can be guided to attain well in their consideration of a variety of view points, be it pro or con.

There are definite criteria which should be stressed for elementary pupils in the debate arena. These are the following:

1. stay on the topic being debated.
2. be well informed on content and subject matter pursued.
3. present ideas with clarity and confidence.
4. maintain quality eye contact when presenting information.
5. look for additional content when needed to substantiate ideas presented.
6. justify content presented if asked to do so.
7. evaluate content presented by others in terms of accuracy, appropriate logic, and thought.
8. ask questions of a presenter of ideas if vagueness is in evidence.
9. practice using appropriate stress, pitch, and juncture when debating ideas with others. A tape recorder or a video- cassette recorder can provide much feedback to the speaker in terms of using language effectively in a debate as well as nonverbal facets of communication.
10. put forth much effort in becoming a good debater who can use background information to advantage.

No one pupil can achieve all of the above named standards. Each learner, however, should attain as abilities and interests permit. Continuous progress is important for pupils on an individual basis.

If on the intermediate grade levels, a more formal debate between and among learners is desired, the following guidelines need to be followed:

1. develop a topic for debate involving pupils with teacher assistance.

2. state the topic in debate form such as — Resolved that welfare recipients should not receive any federal assistance after two years of time.

3. each side in the debate can then prepare content necessary for a quality debate to ensue. Much research is then needed.

4. ultimately, the debate can be presented in front of the classroom or a larger audience. Each side has a time limit to present ideas to support a point of view.

5. a time for rebuttal by opponents is then necessary. Thus side A rebuts what side B has said and vice versa. Questions can also come from the floor.

The debate should challenge each side to prepare well for the event. A challenging debate can certainly make for much learning and motivation for either side of the debate. Th topic chosen for the debate should be of interest to the debaters. If interest is inherent, then effort will go in to studying for the debate. The teacher will need to assist each side to locate and use appropriate reference sources. Listeners to the debate should have excellent questions they wish to ask debate participants following the presentation and rebuttal. These questions could provide a further springboard for participants to find needed answers and enrich personal knowledge of the side taken for the debate.

Leisure Time Communication

Being able to visit with others in a recreational setting is certainly a valuable asset to the participant. One can learn much from others in informal conversation settings. Conversing should be an enjoyable experience. The topics to be discussed are endless. A topic selected should be pleasing and interesting for involved persons. Interest seems

to keep a conversation going. An interesting conversationalist has much to offer to others. People seem to follow those who converse effectively. Generally, a good conversationalist has much back ground information and is able to use ideas in a fascinating manner. These individuals are relaxed when conversing and enjoy the company of people. A good conversationalist then is person centered, rather than having sole interest in objects and things en toto. He/ she is able to develop and maintain a quality conversation. These individuals are generally admired by others and tend to be popular. Each pupil should have ample opportunities to become a person who converses well with others. The teacher should be a model and guide here. Creativity rather than direct standards are needed to be able to converse well with others. Classroom time may be given to assist pupils in the art of conversation. This can be time well spent since conversation is the most frequent kind of speaking activity for learners. The teacher then needs to

1. assist learners to become relaxed individuals when engaging in conversation.

2. reward pupils with praise for genuine improvement in conversing with others. The praise is given to reward, not retard abilities in oral communication. The focal point is upon helping learners to relax and wishing to engage spontaneously in conversation.

3. work with pupils so that there is no ridicule of what others are saying. Rather each pupil assists the others to participate actively in conversation.

4. plan a wholesome classroom environment in which there are a variety of rich learning activities so that pupils achieve skill to have content to converse about.

5. have materials, objects, and realia in the classroom whereby pupils can learn from these items in an incidental manner. Learning on one's own certainly should build background information within pupils so that improved conversation is a salient end result.

6. develop positive attitudes of each pupil toward the self and toward others. An adequate self concept is necessary to be a good conversationalist.

7. achieve within the learner feelings of wanting to converse with others.

8. study each pupil carefully to ascertain what would assist each learner in attaining more effectively in conversation.

9. have pupils achieve positive attitudes toward conversation as a valuable speaking activity.

10. continue to work with all pupils in developing sequential conversation skills.

In Closing

There are numerous speaking activities which learners need to achieve skill in. Life in school and in society demands that individuals be quality communicators. The teacher of language arts then must establish goals of excellence in oral communication. These objectives should stress knowledge, skills, and attitudinal ends. A balance among these three kinds of objectives should be an end result. Learning opportunities to attain these objectives should provide for individual differences so each pupil may attain optimally in oral communication. The learning opportunities should be of interest, meaningful, purposeful, and challenging to the individual learner. The world of work needs individuals who communicate well. Personal enrichment also stresses that each person be able to communicate effectively.